



# Using Assessment to Enhance Writing

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# Objectives

- ❖ Determine why we assess students (or have students assess themselves)
- ❖ Differences between formative and summative
- ❖ Identify formative assessments for writing
- ❖ Take-away tools to assess students' writing

# Reflect

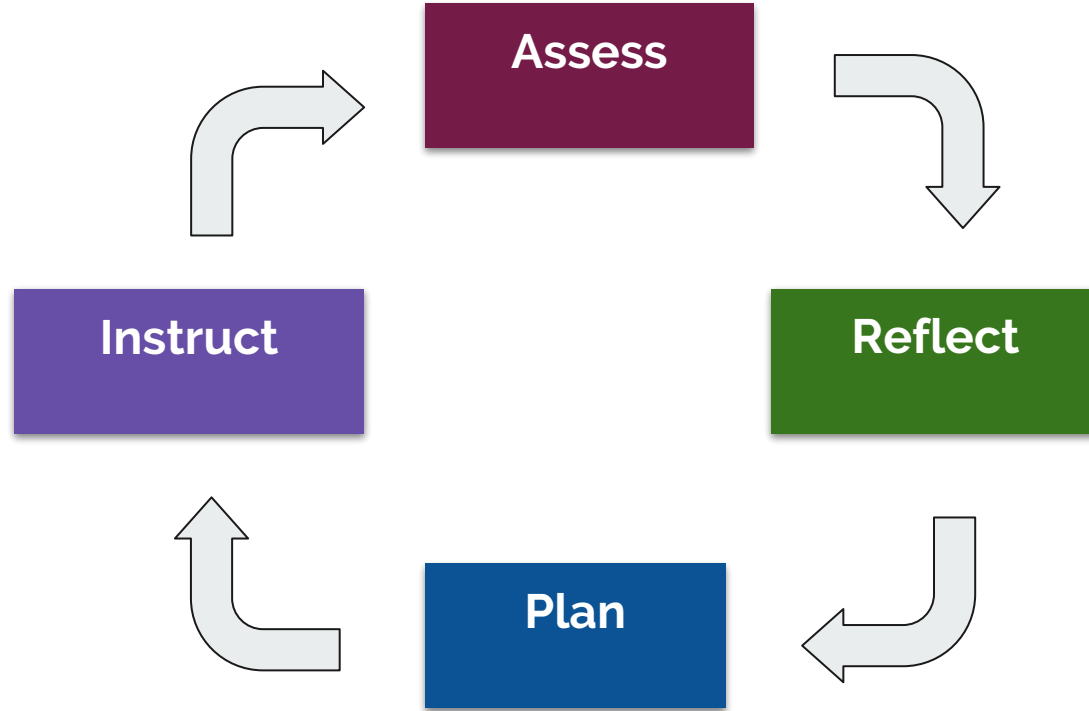


Everything you need to know is written in the last writing of the learner.  
What a student just wrote, tells you what to teach. ~ Dr. Tammy Elser



# Why?

  
**Why?**





**Assessment For Learning**

**Assessment As Learning**

**Assessment Of Learning**



## Poll

What is formative assessment?

What is summative assessment?



# Types of Assessment

## Formative

- Provide information for next instruction steps
- Feedback for students
- On-going
- Students use to self-monitor
- Teachers use to provide additional instruction or intervention
- interim

## Summative

- Measures student competency
- Administered at end of unit or course
- Students use to gauge progress toward course or grade level standards (goals/benchmarks)
- Teachers/districts use for grades, promotion



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# Focus on Feedback



**How do we grade writing, generally?**

# Rubrics

To make a rubric...

Or use a rubric such as SBAC rubrics

Or, not.

## Brief-Write Rubric Target 3a • Explanatory (Organization-Introduction)

| Score | Description   |
|-------|---|
| 2     | <p>The response:</p> <ul style="list-style-type: none"> <li>introduces an adequate statement of the controlling idea/thesis* that reflects the body of writing as a whole</li> <li>provides adequate information to put the controlling idea/thesis* into context</li> <li>does more than list points/reasons to support the controlling idea/thesis* -not formulaic</li> <li>connects smoothly to the body paragraph</li> </ul>  |
| 1     | <p>The response:</p> <ul style="list-style-type: none"> <li>provides a partial or limited controlling idea/thesis*</li> <li>provides a controlling idea/thesis* that partially reflects the body of writing as a whole</li> <li>may provide limited and/or extraneous information to put the controlling idea/thesis* into context</li> <li>may list supporting points/reasons-formulaic</li> <li>provides a limited and/or awkward connection to the body paragraph</li> </ul> |
| 0     | <p>The response:</p> <ul style="list-style-type: none"> <li>provides no controlling idea/thesis* or provides a controlling idea/thesis* that is not</li> </ul>  |



| 4-Point<br>Argumentative<br>Performance Task Writing Rubric (Grades 6-11) |   |   |  |  |   |
|---|---|---|--|--|---|
| Score   | 4   | 3   | 2  | 1  | NS  |
| Organization/Purpose  | <p>The response has a clear and effective organizational structure, creating a sense of unity and completeness. The organization is fully sustained between and within paragraphs. The response is consistently and purposefully focused:</p> <ul style="list-style-type: none"> <li>claim is introduced, clearly communicated, and the focus is strongly maintained for the purpose and audience</li> <li>consistent use of a variety of transitional strategies to clarify the relationships between and among ideas</li> <li>effective introduction and conclusion</li> <li>logical progression of ideas from beginning to end; strong connections between and among ideas with some syntactic variety</li> <li>alternate and opposing argument(s) are clearly acknowledged or addressed*</li> </ul> | <p>The response has an evident organizational structure and a sense of completeness. Though there may be minor flaws, they do not interfere with the overall coherence. The organization is adequately sustained between and within paragraphs. The response is generally focused:</p> <ul style="list-style-type: none"> <li>claim is clear, and the focus is mostly maintained for the purpose and audience</li> <li>adequate use of transitional strategies with some variety to clarify relationships between and among ideas</li> <li>adequate introduction and conclusion</li> <li>adequate progression of ideas from beginning to end; adequate connections between and among ideas</li> <li>alternate and opposing argument(s) are adequately acknowledged or addressed*</li> </ul> | <p>The response has an inconsistent organizational structure. Some flaws are evident, and some ideas may be loosely connected. The organization is somewhat sustained between and within paragraphs. The response may have a minor drift in focus:</p> <ul style="list-style-type: none"> <li>claim may be somewhat unclear, or the focus may be insufficiently sustained for the purpose and/or audience</li> <li>inconsistent use of transitional strategies and/or little variety</li> <li>introduction or conclusion, if present, may be weak</li> <li>uneven progression of ideas from beginning to end; and/or formulaic, inconsistent or unclear connections among ideas</li> <li>alternate and opposing argument(s) may be confusing or not acknowledged*</li> </ul> | <p>The response has little or no discernible organizational structure. The response may be related to the claim but may provide little or no focus:</p> <ul style="list-style-type: none"> <li>claim may be confusing or ambiguous; response may be too brief or the focus may drift from the purpose and/or audience</li> <li>few or no transitional strategies are evident</li> <li>introduction and/or conclusion may be missing</li> <li>frequent extraneous ideas may be evident; ideas may be randomly ordered or have unclear progression</li> <li>alternate and opposing argument(s) may not be acknowledged*</li> </ul> | <ul style="list-style-type: none"> <li>insufficient (includes copied text)</li> <li>in a language other than English</li> <li>Off-topic</li> <li>Off-purpose</li> </ul> |

\*Acknowledge and/or addressing the opposing point of view begins at grade 7.



## 3-2-1 Feedback

3- Strengths

2- Questions

1- Convention



## 3-2-1 Feedback

Give it a go!

- Look at the sample writing piece
- Jot down your 3-2-1



# **Write More, Grade Less - by: Lisa Lucas**

Here's a way to keep it manageable.

Read the article. Share out.



## **And. Spelling.**

To teach/assess spelling

Or, not.



# And, spelling

Gentry's Six Research-based Techniques:

1. Careful word selection
2. Using a pretest-study-posttest format
3. Using a self-correction technique
4. Teach children how to study unknown words
5. Spelling games and board games
6. Word sorting





# What will you take back to your class?

Share out...

## For more...

Go to the [Teacher Learning Hub](#) and take the following courses:

- Writing Across the Disciplines 5-12
- Writing to Learn 3-5
- Write From the Start K-2

**“Using Assessment to Enhance Writing”**

developed by Dr. Tammy Elser

**“Using Writing to Teach Critical Thinking”**

developed by Lorrie Henrie-Koski



# What types of formative assessments are there?



## **56 different ways to gather evidence of student achievement**

Curated by [David Wees](#), Formative assessment specialist, New Visions for Public Schools

# Questions?

Evaluation Link: <http://tiny.cc/MTOPIPLEval>

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